DOCUMENT RESUME

ED 303 663 EC 300 419

AUTHOR Sallop, Marvin B.; And Others
TITLE Texas School for the Deaf: A New Resource Role for the Center-Based School.
PUB DATE Aug 90
NOTE 18p.; Paper presented at the International Congress on Education of the Deaf (17th, Rochester, NY, July 29-August 3, 1990).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Programs; Curriculum; Deaf Interpreting; *Deafness; *Delivery Systems; Elementary Secondary Education; Information Centers; Inservice Education; Instructional Materials; Parent Education; Program Development; Residential Schools; *Resource Centers; Services; Sign Language; Special Education; Special Schools; Student Evaluation
IDENTIFIERS *Educational Resource Center on Deafness TX; *Texas School for the Deaf

ABSTRACT

This report describes the expansion of services by the Texas School for the Deaf, as it develops the Educational Resource Center on Deafness to serve students and professionals throughout the state. The Center provides service functions in the following nine areas: statewide assessment center for the hearing impaired (including comprehensive student assessment and specific area diagnostic evaluation); curriculum/materials (e.g., captioned films, instructional television, and school publications); parent and family education (parent-infant home training and family counseling); public information (deaf awareness and information/referral); sign language and interpreting services; specialized programs and services (summer programs and the State Deaf Youth Convention); staff and professional development (training workshops and technical assistance); community education programs and services (adult basic education and continuing education); and research and development. Services are provided both on campus and off campus and are coordinated by the Center Coordinator. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Texas School for the Deaf: A New Resource Role for the Center-Based School

by

Marvin B. Sallop, Executive Director
Texas School for the Deaf

Anne Loftin, Director, Educational Support Services
Texas School For the Deaf

Phillip A. Darce', Coordinator,
Educational Resource Center on Deafness, Texas School for the Deaf

ED333663

The profession of education of the Deaf has experienced dynamic changes and shifts in philosophies, practices, methodologies and perceptions over the past two centuries. Beginning with the decade of the 70's another dynamic change has swept the profession. The majority of deaf students prior to the passage of Public Law:94-142 received their education at the state center-based residential schools. A minority of students could be found in selected day schools in the larger metropolitan areas and an occasional deaf child in a regular high school, generally with minimal support. This has now changed and the majority of the school age deaf population is being served in local school districts. As a result, residential schools are undergoing dynamic changes in their roles and in their service orientation.

For the past two decades, school districts have had to contend with increasing state, federal and judicial mandates to provide greater services to special populations. While the mandates have come regularly, funding for the human and technical resources to provide the services mandated by legislation and litigation have not always been as available. School districts have been creative in developing resources, but not all resources can be provided through cooperative arrangements among school districts or through education service centers. At times, significant modifications of educational programming are needed to deliver resources.

At the Texas School for the Deaf, the center-based state residential school, we too have been experiencing the effects of two decades of legislation and litigation. Additionally, society's view of its role in educating special students has undergone changes. It was not so long ago that society was pleased to provide an eleemosynary asylum for the care and well being of its handicapped children. These asylums for the deaf, the blind, the retarded, the orphaned and the orthopedically

EC 300419

Prepared for presentation for the International Congress on Education of the Deaf, Rochester, New York, July 29 - August 3, 1990

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marvin B. Sallop
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

handicapped were replaced by institutions and they too have been replaced by residential schools. Residential schools are school districts which must comply with the same state board of education rules and regulations, federal and state legislation, and the results of interpretation by litigation.

Consequently, state schools for the deaf have evolved from isolated school districts which operated within their own geographical boundaries to statewide educational resource centers on deafness.

In 1977, recognizing that the winds of change were beginning to blow over not only local school districts but residential schools as well, Dr. Barry Griffing, then Associate Superintendent, California State Department of Education, cautioned that center-based residential schools would need to revise their service philosophies and evolve from self-contained on-site schools with statewide student catchment areas to statewide service providers in support of local education efforts as partners and colleagues.

Today, more and more schools in cooperation with the State Department of Education, local universities and their local school districts are delivering both the traditional and new services of the center-based residential schools to new statewide recipients. As a result, new and expanded services have been developed to serve as a resource center for the education of deaf children.

This development makes sense in several ways. Center-based schools, by having high density concentrations of students, are able to acquire inter-disciplinary competencies in deafness which are difficult to replicate in smaller local programs. Among these are the skills of psychologists, audiologists, therapists, diagnosticians, counselors, speech and language pathologists, interpreters and other specialized service providers with training and experience in deafness, as well as sign language communication skills.

Additionally, center-based schools have specialized materials and curricula. They can provide technical assistance, staff development, in-service training, and a variety of support functions which traditionally were delivered to on-campus staff, parents, and students.

Over ninety percent of the hearing impaired school age population in Texas receive their educational services from independent school districts through either individual district programs or through cooperative programs involving the Regional Day School Programs for the Deaf. The Texas School for the Deaf, over the past decades, has served approximately 10 percent of the deaf student population. It is in support of the ninety percent of deaf students and the professionals who serve them through the independent school districts that the Texas School for the Deaf Educational Resource Center on Deafness (ERCOD) has been developed.

It would be reasonable to ask why the Texas School for the Deaf is interested in serving this ninety percent of school age deaf children who are not enrolled in the Texas School for the Deaf. This is a question worthy of response. The school evolved from its eleemosynary beginnings to its present responsibilities to meet changing needs. The Texas Legislature, recognizing the shift in the student population and the need for a more clearly defined role for the Texas School for the Deaf, codified the school's responsibilities. Among the mandates set forth by the Legislature, the following resource roles for Texas School for the Deaf are found in the Texas Education Code 11:03:

> "The Texas School for the Deaf shall:
>
> Be a primary resource to school districts for promoting excellence in educational services for hearing impaired students;
>
> Be a training and staff development resource for those at the community level who are involved in providing educational and related services to hearing impaired students; and
>
> Be a research and demonstration facility to improve methods of providing educational services to meet the current and future needs of hearing impaired students."

The student population in Texas is fluid, with students frequently receiving a portion of their education through the independent school districts and a portion of their education through the Texas School for the Deaf. Accordingly, a statewide continuum in the educational process is in the best interest of not only the student, but also the independent school district and the Texas School for the Deaf. A majority of Texas School for the Deaf students will be served by independent school districts during their educational career. Therefore, for the sake of pedagogy and quality education, it makes sense to have as much interfacing of programming as possible.

A secondary reason is the evolving budgetary picture. At one time budgets were based on the number of enrolled students. This should no longer be the way to budget for services for deaf students because more services tend to be indirect. For example, training on a statewide curriculum for communication skill development of teachers, training for support activities, and consultation on mental health services supports the overall education of deaf children. This training and consultation is not limited to on campus staff but delivered statewide to recipients in and from independent school districts throughout Texas. From the perspective of the Texas School for the Deaf, budget justification based on the service types and number of service recipients rather than on enrollment makes good sense and presents a more accurate depiction of the school's services.

The one most significant precept in the establishment of educational resource center on deafness services in Texas has been to designate the

entire school, all personnel and all services, as the Educational Resource Center on Deafness rather than designating a specific person, building, or department. Therefore, ownership and responsibility are shared among all staff. Administratively, a single division and key personnel have been designated to coordinate the services delivery system in which the services of all five operational divisions flow under the designation of ERCOD.

The Texas model designates nine broad service functions:

Statewide Assessment Center for the Hearing Impaired
Curriculum/Materials
Parent and Family Education
Public Information
Sign Language and Interpreting Services
Specialized Programs and Services
Staff and Professional Development
Community Education Programs and Services
Research and Development Services

The remainder of this paper will describe the services provided within each of the broad functions of the ERCOD.

Function 1: Statewide Assessment Center for the Hearing Impaired

Hearing impaired students are required to have an initial educational evaluation for eligibility for special education services and then a re-evaluation at least every three years. Local district students may receive these assessment services at Texas School for the Deaf. The assessment report will be provided to the local program in accordance with Texas Education Agency requirements. Included in the report are data from academic, psychological, vocational, audiological, communication and occupational/physical therapy assessments.

Interdisciplinary student assessment and diagnostics are essential components of prescriptive teaching. Local district students may receive assessment services; an assessment report is provided to local programs in accordance with Texas Education Agency requirements.

Additionally, when an occasional difference of opinion occurs and an independent evaluation is needed, the Statewide Assessment Center for the Hearing Impaired is a logical and reasonable choice for that independent evaluation. The Texas School for the Deaf has highly competent, well trained professionals, in a variety of disciplines, who have experience, background, training, and skills with the deaf. Among the services provided through the Statewide Assessment Center for the Hearing Impaired are:

<u>Comprehensive Interdisciplinary Student Assessment</u>

As noted above, a Texas Education Agency-required comprehensive individual assessment may be requested.

Specific Area Diagnostic Evaluation

Specific diagnostic evaluations are provided in seven different disciplines (listed below). Such evaluations can be part of the Comprehensive Interdisciplinary Student Assessment or can be separate evaluations. Services involve interpretation of evaluations, recommendations for educational programming and continuing consultation with local staff.

Occupational Therapy/Physical Therapy

The occupational therapy evaluative process varies according to a student's impairments. Problems most often evaluated include neuromotor, developmental and learning disabilities.

Family Evaluation/Social History

Family members provide information about the family including interactions, discipline practices, sibling relationships, and parental relationship.

A comprehensive social history is obtained from the parents and includes the student's family composition, birth and developmental history, personality traits, social development and educational experiences. Assessment staff are available for continuing consultation with local professionals.

Audiological Evaluation

Audiological evaluation consists of standard measures of hearing, speech discrimination, and functional auditory skills. A comparative hearing aid evaluation is performed to assess amplification needs. The evaluation results in statements of the nature, degree, and functional implications of the student's hearing loss. Recommendations are made for audiological management, hearing aid use, educational placement, support services, and auditory skill development.

Academic Evaluation

Academic functioning in reading, language, mathematics and other selected areas is assessed with standardized tests; educational strengths and weaknesses are identified for prescriptive teaching recommendations. Developmental and adaptive behavior evaluations are conducted as appropriate.

Vocational Evaluation

Vocational evaluations are administered to high school students to identify interests, aptitudes, and physical limitations for job performance. The students obtain information for vocational class selection or future career planning. Vocational counseling is available.

Communication Skills Evaluation

An evaluation of communication abilities is performed, providing a communication profile of receptive and expressive abilities in speech, audition, sign language, and interpersonal communication skills. A pragmatic approach is used to assess functional communication skills in reading, writing, language, and augmentative communication devices.

Psychological Evaluation

Psycho-social development is assessed with standardized instruments, clinical interviews, and behavioral observations. Behavioral/emotional needs and physical/health impairments are explored. Assessment results include general learning style, intellectual ability and social development.

Function 2: Curriculum/Materials

Printed and audio-visual materials on deafness, deaf education and general education related topics are available. Selected technical assistance is available to local districts upon request and availability of personnel. Services include :

Captioned Films for the Deaf

Captioned films and half-inch video tapes are distributed to schools in the southern and western parts of Texas.

Professional Library (Specialized Collection)

Books and journals on sign language, teaching methods and the education of the deaf as well as a broad range of topics in deafness are available for on site study and interlibrary loan to professionals, interns, and student teachers. As increasing numbers of professionals and parents participate in inservice and specialized activities offered at Texas School for the Deaf (see below), they are learning about and using the professional library in greater numbers.

Media Production

The media center responds to special requests for the production of video tapes, photographs, slides, transparencies, posters, and printed materials. Production design often focuses on a specific teaching unit or a topic for which commercial media is unavailable; for example, how deaf students do cheerleading activities, how to teach deaf students to dance, how to use an interpreter.

An example of a media production not directly related to instruction of deaf students is a recent project in which school employees prepared a videotape for use by a Houston, Texas hotel. The hotel will be the site of a conference related to education of the deaf, and in preparing for a large number of deaf guests, the hotel wants to train their staff

in basic communication tips. The videotape includes vocabulary specific to the hotel, as well as general terminology, and allows the hotel to provide basic training without the cost or scheduling problems of a class led by an instructor.

Instructional Television

A television studio is available to provide media support in the form of tape duplication, captioning, studio inservice training production, and selected off site filming.

School Publications

The school's quarterly magazine disseminates statewide news in support of local district and regional day school programs. Distribution of the magazine allows for sharing newsworthy events among groups interested in the accomplishments of hearing-impaired students. Alumni news and guest editorials contribute to communication among various publics.

Printing services are provided to parent organizations, professional conferences, and other statewide activities. Frequently, the school's printing services are used in conjunction with other educational resource services, such as a special issue of the quarterly magazine which also served as the program guide for a multi-state art festival hosted by Texas School for the Deaf.

Specialized Materials

Specialized materials include filmstrips, kits, transparencies, books and games. Currently most materials are commercially produced, with some teacher-made materials available in all school subject areas. Monthly thematic educational packets containing activities, stories and ideas for specific holidays are distributed among Regional Day School Programs for the Deaf and Texas School for the Deaf faculty. Specialized materials may be developed upon request.

Curriculum Materials

Course outlines and curriculum guides for use with students from infant through high school are distributed upon request. Courses have varying emphases including academic, functional and vocational offerings.

Technical Assistance Services

Examples of technical assistance services include locating specialized materials, answering questions regarding assistive services and devices, consulting on curriculum implementation and staff development, and technical advice for media production and use of equipment.

Function 3: Parent and Family Education

Services to deaf students, parents and siblings to orient them to deafness and heighten awareness of what the deaf student needs include:

Parent-Infant Home Training

Services include consultation and coordination of programs to provide hearing-impaired infants and their families with support to achieve optimal functioning.

Parent and Teacher Group Partnerships

A statewide parent-teacher association provides an opportunity for parents to participate in their children's education, to access training, to support each other, to interact and build networking systems with state and national organizations, and to create opportunities for peer advocacy/counseling.

Parent/Family Education

This service provides training to families with emphases on understanding concepts of deafness, learning parenting strategies, improving family dynamics, creating support groups (adult and sibling), and developing parent/sibling volunteer groups. Included among these activities are family learning vacations and sibling workshops.

Family Counseling

This service is available on a consultative basis to local professionals and can address family issues regarding the family system, deafness, sibling relationships, etc.

Function 4: Public Information

These services are designed to acquaint the general public and individuals interested in deafness with the unique characteristics of deafness and education of the deaf, contributions of deaf persons to American culture, and abilities of deaf people. Such services include:

Deaf Awareness Programs

These include slide shows, displays, printed materials, reference works, information booths, and presentations on deafness. Media coverage and special activities are arranged during Deaf Awareness Week to increase public knowledge and heighten awareness of deafness and deaf education.

Information and Referral

Specific questions regarding deafness and deaf education are addressed and referrals to other services/information sources are made when appropriate.

Visitors' Center

A visitor information center is provided for persons visiting the campus. Limited accommodations are available for student assessments, or for individuals participating in seminars, training, workshops, observations, etc.

Volunteer Service Program

On campus volunteers are welcome to interact and work with staff and students by providing direct service to students, donations to the school, or performing other tasks which benefit the school and students.

Speakers Bureau

A compilation of staff and their areas of expertise is available for presentations or technical assistance on specific areas of interest upon request.

Museum/Archives

The museum displays items of historical significance such as school educational materials, furniture, equipment, clothing, ornaments, and original building materials. The archives contain the school's film, photographs and written records.

Guided Tours

Tours of the school are conducted to acquaint the public with the services and programs of the school, and to provide an opportunity to learn about deaf education, deaf culture and sign language.

Function 5: Sign Language and Interpreting Services

This component represents those services germane to the special communication needs of deaf individuals and include:

Sign Language Classes

Sign language classes are provided for parents, professionals working with the deaf and the community. Specialized classes for businesses, community agencies or Spanish-speaking parents may be offered upon special arrangements. For example, the local police department requested and received a special class for their employees. A Texas School for the Deaf employee taught the class over a few weeks at the police station.

Interpreting Workshops

Workshops for a range of interpreting skill levels are offered for

educational, platform and community interpreters, and include interpreter roles and responsibilities in each setting.

Sign Language/Communication Skills Assessment

An assessment of an individual's sign language skills helps identify strengths and areas for further skill development.

Interpreting Services

Interpreting services are available to support participants in resource center conferences, seminars, workshops, etc., both on campus and at site locations.

Specialized Communication Materials

Books, video cassettes, and other materials on sign language and interpreting are available for loan to local districts.

Assistive Devices

Various assistive devices, catalogues, and materials which help deaf persons be independent are available for review and demonstration.

Function 6: Specialized Programs and Services

Specialized programs and services can be custom designed to accommodate evolving and changing needs and can be provided both on-campus and off-campus. Such programs and services include:

Summer School
Summer Camp
Summer Computer Camp
Transitional Program
Independent Living Training Center
Miss Deaf Teen Age Pageant
State Deaf Youth Convention
State Very Special Arts Festival
Area, Regional and State Special Olympics
Student Leadership Training
Peer Assistance Leadership
Work-Study Program
Specially Designed/Developed Programs
Conferences/Workshops/Conventions

Function 7: Staff and Professional Development

Staff development activities for professionals, paraprofessionals, and support staff are ongoing traditional activities of the center based residential school which can be delivered to local school districts. These include:

Training Workshops and Seminars

Texas School for the Deaf staff can provide inservice on mandated topics. Specially designed workshops are provided upon request, and can be sponsored by requesting programs. Additionally, the ERCOD provides various support services (coordinating, presenting, supplying interpreters, providing facilities, and printing conference materials) as co-sponsor of conferences.

The ERCOD also works in cooperation with the Staff Development Office to involve non-Texas School for the Deaf professionals in the school's inservice activities, when appropriate.

Specially Designed Technical Assistance Programs

Texas School for the Deaf staff may assist local school programs with curriculum implementation, staff development training for work with deaf children, individual educational plan development/implementation and other technical assistance.

Specially Designed Training Materials and Media

Assistance in designing materials and media specifically for presentations, or actual production of materials in support of specialized presentations (orientation to deafness), is available.

Function 8: Community Education Programs and Services

Community education services, in addition to previously identified services such as sign language, communication skills training, learning vacations, and deaf awareness, also include such specialized services as:

General Education Development (GED) Classes

Classes are held to help prepare deaf persons for a GED certificate examination. GED classes cover ninth through twelfth grade material in five areas of proficiency: writing, social studies, science, reading and math.

Adult Basic Education (ABE)

ABE classes are available for students reading below eighth grade level. Subjects taught are reading, writing and arithmetic. ABE classes do not lead to a particular certification and no tests are administered.

Continuing Education Classes

Classes in academic and vocational areas are provided to build skills and knowledge in a variety of areas, as requested.

Literacy Classes

Classes are open for hearing-impaired individuals which focus on the acquisition of literacy skills.

Specially Designed Deafness Orientation

An orientation to deafness is provided upon request to schools, local businesses, and civic/social organizations.

Function 9: Research and Development Services

The Texas School for the Deaf serves as a site for approved research and as a research data base. The school is a practicum facility for teacher training and internships, and a demonstration site for field testing materials, methodology, technology and equipment. Inclusive in this R & D service is the dissemination of the results of experimental field testing and demonstration programs.

Service Delivery System

In order to establish a services delivery system, the Texas School for the Deaf reorganized its Parent/Pupil Services Division into the Educational Support Services Division (ESS). The name identifies that the activities within this operational division are designed to support educational activities. It allows for the delivery of the activity either on-campus or off-campus. Figure 1 identifies the organizational structure of the school and where in the structure the Educational Support Services Division fits.

To further facilitate the identification, development and delivery of services, the position of Coordinator of the Educational Resource Center on Deafness was created. This is one of the several offices responsible for support services assigned to ESS. Figure 2 is the organizational structure of the Educational Support Services Division.

It is important to note that some services which can be delivered statewide -- particularly curricula, technical assistance, parent-infant training, publications requiring printing facilities, training, staff development, and others -- are embedded in other divisions. The day-to-day work of the departments offering these services requires that they be established as operational units of direct service divisions, such as the Instructional Services Division. However, the Coordinator of the ERCOD, working within the structure of the Educational Support Services Division, serves as the single point of contact for service delivery and communications. Making requests through the Coordinator of ERCOD triggers the delivery of services no matter where in the school's organizational structure the services are embedded.

Requests for services are generally initiated by phone call, personal contact, or by letter. This is sufficient to trigger the services delivery mechanism. To date, the requests for services have presented a reasonable workload so that no request for an appropriate ERCOD service has been denied. Although there has been a waiting period for some services, they have been delivered, nonetheless.

In one instance, services had to be prioritized on a quota basis, when in an interpreting skills workshop for mainstream interpreters, thirty slots were available and over one hundred people applied. The local program supervisors made the decision as to who would fill the slots. As a result of the overwhelming demand for the service, the workshop has become an annual summer event with an increased number of participant slots available.

The Texas School for the Deaf, through its role as a statewide educational resource center on deafness, is available to work with local school districts, Regional Day School Programs for the Deaf, education service centers, colleges, universities, public agencies and community organizations for the betterment of services and educational opportunities for deaf students in their home communities.

For further information regarding the Educational Resource Center on Deafness, please feel free to contact Ms. Anne Loftin, Director, Division of Educational Support Services or Mr. Phillip Darce', Coordinator, Educational Resource Center on Deafness, Texas School for the Deaf, Post Office Box 3538, Austin, Texas 78764.

Texas School for the Deaf
CENTRAL ADMINISTRATION

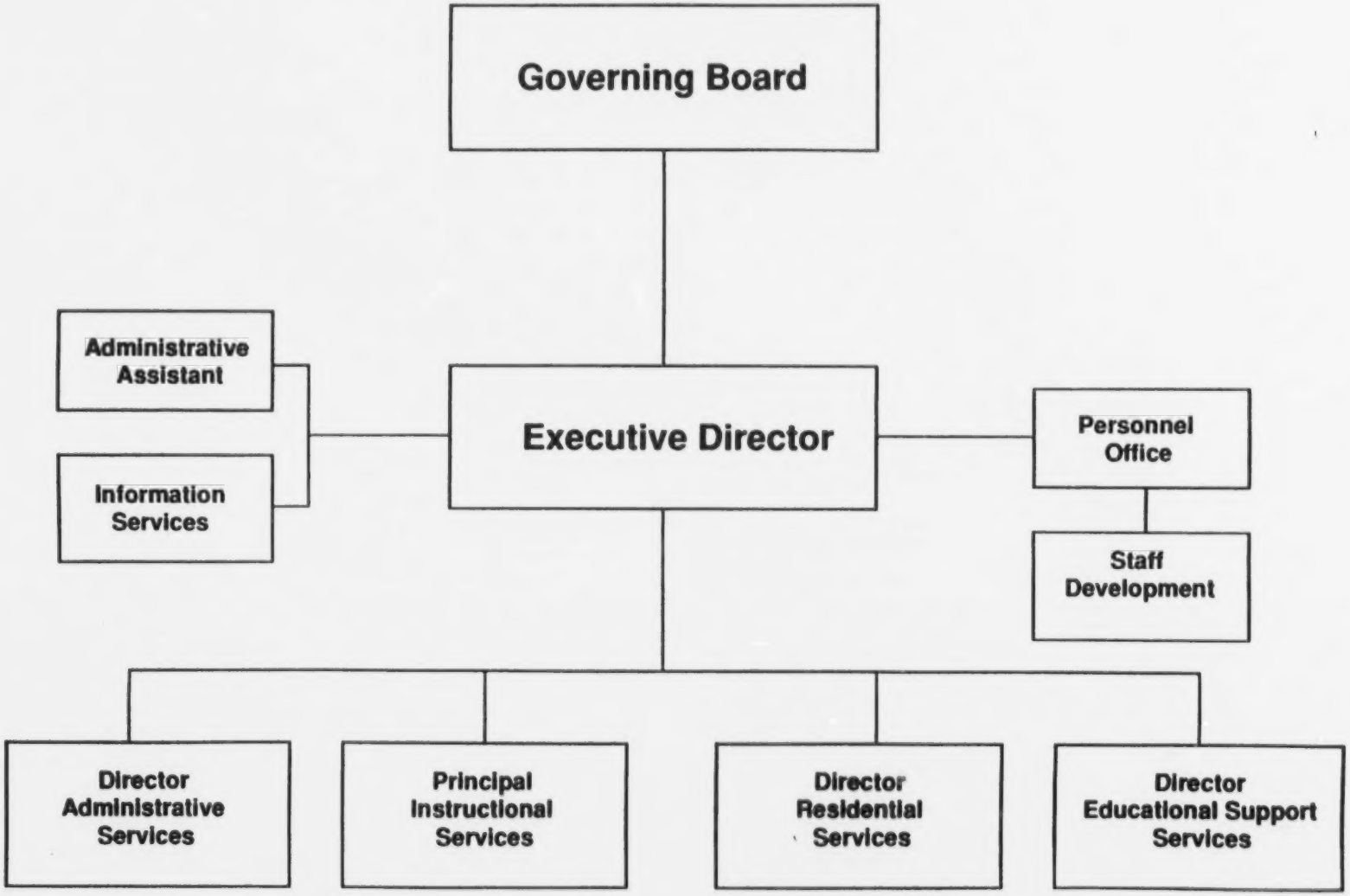

Figure 1

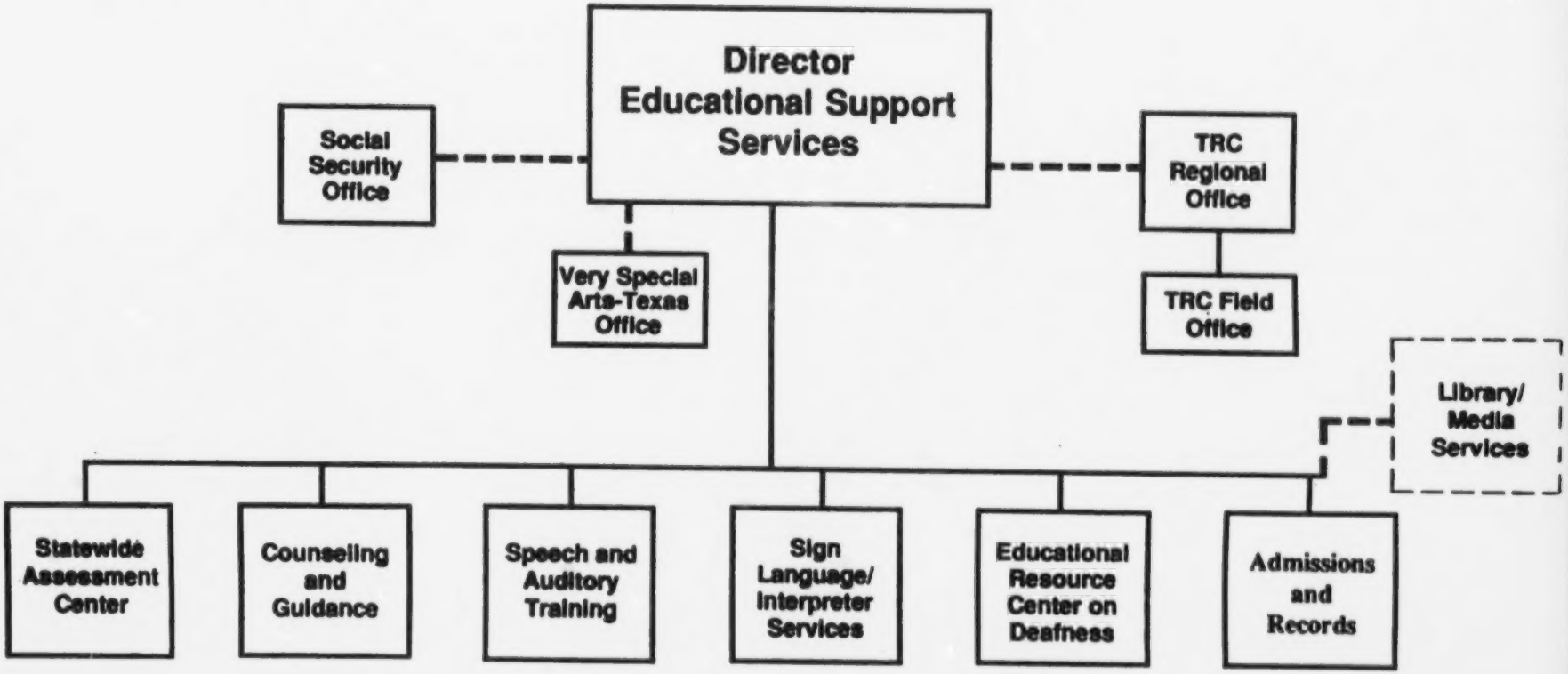
Director
Educational Support
Services
Social
Security
Office
Very Special
Arts-Texas
Office
TRC
Regional
Office
TRC Field
Office
Library/
Media
Services
Statewide
Assessment
Center
Counseling
and
Guidance
Speech and
Auditory
Training
Sign
Language/
Interpreter
Services
Educational
Resource
Center on
Deafness
Admissions
and
Records

Figure 2